

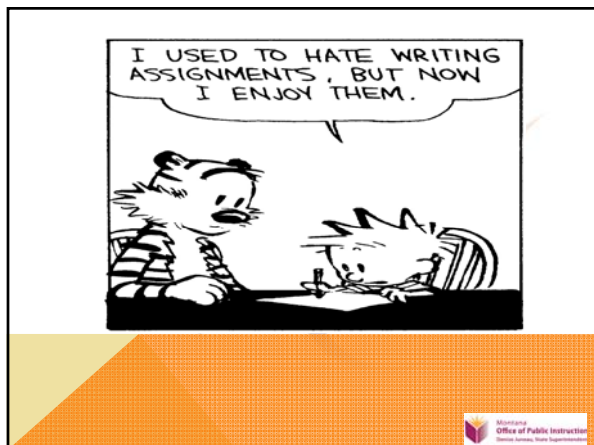


Getting Ready
Montana Common Core Standards and Assessments

Announcing the adoption and transition to
Montana Common Core Standards and Assessments
 by the Montana Board of Public Education
 on **November 4, 2011.**

The Montana Office of Public Instruction will provide
 on-going information, training and resources.

Website: <http://www.opi.mt.gov/MontanaCommonCoreStandards>



I USED TO HATE WRITING
 ASSIGNMENTS, BUT NOW
 I ENJOY THEM.

Montana
 Office of Public Instruction
 Better Learning. Better Opportunities.

OUTCOMES

- Explore the expectations of MCCS for writing grade K-5
- Argument
- Informational/Expository Writing
- Persuasion
- Review exemplars of writing from appendix C
- Discuss Writing Process and ideas for implementing writing in your classroom
- Share resources

Montana
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K-5 WRITING THE MONTANA COMMON CORE STANDARDS

Distribution of Communicative Purposes by Grade
in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress*, pre-publication edition. Iowa City, IA: AECT, Inc.

MCCS p. 5




COLLEGE AND CAREER READINESS ANCHOR STANDARDS- WRITING

← Strand

Text Types and Purposes* ← Topic

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.


← Standard



CCR ANCHOR STANDARDS – WRITING K-12

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.



CCR ANCHOR STANDARDS – WRITING K-12

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



PERSUASION

When writing to **persuade**, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience.

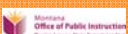
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ARGUMENT

A logical **argument** convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer.

Appendix A p. 24



The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

Appendix A p. 24



INFORMATIONAL/EXPLANATORY WRITING

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes:

- to increase readers' knowledge of a subject,
- to help readers better understand a procedure or process
- to provide readers with an enhanced comprehension of a concept.



To produce this kind of writing, students draw from what they already know and from primary and secondary sources.

Appendix A p. 23

NARRATIVE WRITING

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain.

Appendix A p. 23



CREATIVE WRITING BEYOND NARRATIVE

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

Appendix A p. 23



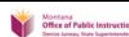
Student Sample: K, Argument (Opinion)

This opinion piece about a work of literature was produced in class.



MY friend AJ do you want to be my friend?
the mas as the mas if you will
be my FRIEND the mas said No the
mas said A FRIEND the mas as the mas
with me if you will be my FRIEND
the with mas said Yes the
AJ a bit in the girl my
friend is the mas

Appendix C p. 13



Kindergarten

Montana Common Core Writing Standards (W.K.)

Standards and Assessments



- Text Types and Purposes**
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- Production and Distribution of Writing**
4. Begins in grade 3.
 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Research to Build and Present Knowledge**
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). *Include sources by and about American Indians.*
 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. *Include sources by and about American Indians.*
 9. Begins in grade 4.
 10. Begins in grade 3.

Student Sample: Grade 1, Narrative

This narrative is a process piece that was produced in class.



I bot a little cotton ball
Jason 2-2002

I went to buy a hamster.
I was so excited I waited hours.
All the ways there but I didn't
want to get a hamster. I got a
hamster but we
but her to ride when we
did come home. It said was that
Naps it is my hamster. I said my
mom said poby the pet to be
the hamster was poby to be
how I didn't want to ride when
her she was so soft I said with
She felt like a little cotton ball.

1st Grade
Montana Common Core Writing Standards (W.1)

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.1

2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.2

3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.3

Production and Distribution of Writing

4. Begins in grade 3

W.1.4

5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.5

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

W.1.6

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). *Include sources by and about American Indians.*

W.1.7

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. *Include sources by and about American Indians.*

W.1.8

9. Begins in grade 4

W.1.9

10. Begins in grade 3

W.1.10

Student Sample: Grade 2, Narrative

This narrative was produced in class, and the writer likely received support from the teacher.




My first tooth is gone

I recall one winter night. I was four. My sister and I were running down the hall and something happend. It was my sister and I had run right into each other. Ooy! did we cry. But not only did I cry, my tooth was bleeding. Then it felt fur. Then plo! There it was lying in my hand. So that night I put it under my pillow and in the morning I found something. It was not my tooth it was two dollars. So I ran down the hall, like I wasn't supposed to, and showed my mom and dad. They were suprised because when they lost teeth the only thing they got is 50¢.


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2nd Grade	
Montana Common Core Writing Standards (W.2.)	
<div> <div>Montana Common Core Standards and Assessments</div> <div> <div>Division of Public Instruction</div> <div>Montana State Office of Public Instruction</div> </div> </div>	
	Text Types and Purposes
	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
W.2.1	
	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.2	
	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.3	
	4. Begins in grade 3
W.2.4	
	Production and Distribution of Writing
W.2.5	
	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	
	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	Research to Build and Present Knowledge
	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). <u>Include sources by and about American Indians.</u>
W.2.7	
	8. Recall information from experiences or gather information from provided sources to answer a question. <u>Include sources by and about American Indians.</u>
W.2.8	
	9. Begins in grade 4
W.2.10	
	10. Begins in grade 3


Student Sample: grade 3, Narrative
 This narrative was produced in class, and the writer likely received support from the teacher.

When my Puppies Ran away
 ONE night when the air was warm my puppies were sleeping on the back porch. Ms and my sisters were getting ready for bed. When I was in bed I read a chapter from my Nancy Drew book. When I finished the chapter I turned out my lamp. I wouldn't get to sleep.
 I went into the living room. I saw my mom getting ready to walk out the door. I asked "Where are you going?" Just for a second she replied she had a worried expression on her face.
 I knew something was wrong. I thought maybe if I went outside and played with my puppies I would forget about moms worried expression and go to sleep.
 When I opened the back door I expected my puppies Maggie and Tucker to jump up on me. They didn't come at all. I called they still didn't come.
 I knew something was wrong. I went and woke up my dad he said moms got it under control. I thought mom had taken them to the vet because something was really wrong. Dad wouldn't tell me anything else. I went to my room and cried. That's all I remember about that.

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 night because I fell asleep.
 The next day I still worried.
 I worried all through school.
 When I got home from me and my mom made a snack for sisters.
 I asked my mom "Where are the puppies?" Her eyes started to fill with tears as she answered my question with 3 words, "I don't know." She burst into tears. So did I.
 She hugged me. I've never found them. I am sure they will have a good home.
 I went outside and sat in moms rocking chair. I cried some more.
 Mom came out I got up. She sat down and motioned me by waving her hand to come and sit on her lap. I went over and cried on her shoulder.
 After dinner that night we went looking for them. We couldn't find them at all.
 My dad after work each day went to the pound to see if they had picked them up. They didn't at all.
 I've got over them leaving because mom says we can get 2 new puppies very soon.

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3rd Grade Montana Common Core Writing Standards (W.3.)		Montana Common Core Standards and Assessments
Text Types and Purposes		
W.3.1	1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	
W.3.1a		
W.3.1b	b. Provide reasons that support the opinion.	
W.3.1c		
W.3.1d	d. Provide a concluding statement or section.	
W.3.2	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
W.3.2a		
W.3.2b	b. Develop the topic with facts, definitions, and details.	
W.3.2c	c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	
W.3.2d	d. Provide a concluding statement or section.	
W.3.3	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
W.3.3a		
W.3.3b	b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.	
W.3.3c	c. Use temporal words and phrases to signal event order.	
W.3.3d	d. Provide a sense of closure.	
Production and Distribution of Writing		
W.3.4	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.)	
W.3.5	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).	
W.3.6	6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	
Research to Build and Present Knowledge		
W.3.7	7. Conduct short research projects that build knowledge about a topic. <i>Include sources by and about American Indians.</i>	
W.3.8	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. <i>Include sources by and about American Indians.</i>	
W.3.9	9. Begin at grade 4.	
Range of Writing		
W.3.10	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

Student Sample: Grade 4, Argument (Opinion)		Montana Common Core Standards and Assessments
This argument was produced in class, and the writer likely received feedback from her teacher and peers.		
Zoo Field Trip		
Dear Mr. _____ and Mrs. _____,		
We have a problem. The wildlife here in _____ is very limited. There is not a lot of opportunity to learn about conservation and wildlife preservation. If we took a field trip to _____, our problem would be solved. _____ and I would like to take our class for a great learning experience. In addition, we will provide a study guide to _____ to identify the animals and provide information about conservation of endangered wildlife.		
If we went on a field trip, we will learn about the wildlife from around the world and how _____ provides a natural habitat for them to live and breed. This information would help us to understand the importance of science in our day to day life. We would use math to make a budget and figure out a way to earn money. These skills will be very useful again and again. We will learn how to make a schedule with target dates. This will provide us with a plan that covers the entire project from start to finish. The preparation of the study guide will require lots of research and organization of information.		
The first thing to do is research, research, research! Next, we will choose a fund raiser (with your approval, of course). This will earn money for the field trip. The parents will hopefully chip in their time and money, if we don't get enough. We will prepare a plan schedule. This will provide the dates that team members will need to accomplish the steps toward our goal. My competent adult model is the <i>Unofficial Guide to Walt Disney World</i> . It shows us step by step how to plan a trip and what to see.		
Now, you are asking why should I approve a trip to _____? How does this help _____ and the students? Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation. This project will be evaluated by its successful planning and its ability to involve our class in wildlife conservation. The trip will be evaluated by the student participation on the trip and a plan of conservation that identifies what we can all do to protect and respect wildlife so they will still be around when we have children.		
Sincerely,		

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4th Grade Montana Common Core Writing Standards (W.4.)		Montana Common Core Standards and Assessments
Text Types and Purposes		
W.4.1	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	
W.4.1a		
W.4.1b	b. Provide reasons that are supported by facts and details.	
W.4.1c	c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	
W.4.1d	d. Provide a concluding statement or section related to the opinion presented.	
W.4.2	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	
W.4.2a		
W.4.2b	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
W.4.2c	c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	
W.4.2d	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	
W.4.2e	e. Provide a concluding statement or section related to the information or explanation presented.	
W.4.3	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
W.4.3a		
W.4.3b	b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	
W.4.3c	c. Use a variety of transitional words and phrases to manage the sequence of events.	
W.4.3d	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	
W.4.3e	e. Provide a conclusion that follows from the narrated experiences or events.	

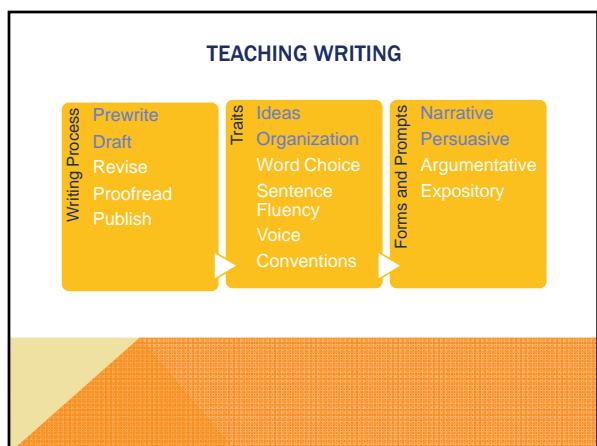
Montana Common Core Standards and Assessments	
Production and Distribution of Writing	
W.4.4	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.4.5	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 4.)
W.4.6	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
W.4.7	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. <u>Include topics and/or sources by and about American Indians.</u>
W.4.8	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.9a	a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts or actions]").
W.4.9b	b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
Range of Writing	
W.4.10	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



Student Sample: Grade 5, Informative/Explanatory	
The informative writing that follows was produced in class.	
Author Response: Roald Dahl By:	
5	Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear. He has a "kid's mind". He is the only author that I know that makes up interesting words like <i>Inkland</i> , <i>fizz wizard</i> , and <i>gobblefunking</i> . All his stories are the same type. I don't mean the same story written again and again. What I mean is that they all have imagination, made up words, and disgusting thoughts. Some of his stories that have those things are <i>Charlie and the Chocolate Factory</i> , <i>Matilda</i> , <i>The Witches</i> , and <i>Danny the Champion of the World</i> . <i>The Witches</i> is the book that I am reading right now, and it is like <i>The BFG</i> , another book that is by Roald Dahl. They are alike because in <i>The BFG</i> , Sophie and the BFG, (the big friendly giant), are trying to stop other giants from eating human beings. <i>The Witches</i> has the same problem. The boy, (he has no name), is trying to stop the witches from turning children into small mice, and then killing the mice by stepping on them. Both stories have to stop evil people from doing something horrible.
5	Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he <i>shot again like a bullet in the barrel of a gun</i> .

5th Grade	
Montana Common Core Writing Standards (W.5.)	
Text Types and Purposes	
W.5.1	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1a	a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1b	b. Provide logically ordered reasons that are supported by facts and details.
W.5.1c	c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).
W.5.1d	d. Provide a concluding statement or section related to the opinion presented.
W.5.2	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2a	a. Introduce a topic clearly; provide a general observation and focus; and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2b	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2c	c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).
W.5.2d	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2e	e. Provide a concluding statement or section related to the information or explanation presented.
W.5.3	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3a	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3b	b. Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
W.5.3c	c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3d	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3e	e. Provide a conclusion that follows from the narrated experiences or events.

	Production and Distribution of Writing
W.5.4	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.5.5	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)
W.5.6	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
	Research to Build and Present Knowledge
W.5.7	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. <i>Include sources and/or topics by and about American Indians.</i>
W.5.8	8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9a	a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
W.5.9b	b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
	Range of Writing
W.5.10	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.





IDEAS •What is my message? •Is my message clear? •Did I try hard to make it interesting? •Do I have enough information? 	WORD CHOICE •Have I used some words that I really love? •Can my reader tell what my words mean? •Have I used any NEW words? •Did I try not to repeat words too many times? 	VOICE •Do I really like this paper? •Does this writing sound like me? •How do I want my readers to feel? •My favorite part is _____ 
ORGANIZATION •How does my paper begin? •Did I tell things in order? •Does everything link to my message? •How does my paper end? 	SENTENCE FLUENCY •Did I use sentences? •Do my sentences begin in different ways? •Did I use some long and some short sentences? •Does my paper sound smooth as I listen to it? 	CONVENTIONS •Did I leave spaces between words? •Did I use a title? •Did I use periods or question marks? •Did I use capital letters in the right places? •Is it easy to read my spelling? •Could another person read my paper? 

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/posterspage.htm>

RESOURCES

<http://opi.mt.gov/MontanaCommonCoreStandards>

Appendix A- Common Core Standards

Appendix B- Common Core Standards

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 Montana Common Core Standards and Assessments
